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AUTHOR Popkewitz, Thomas S.
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ABSTRACT

One of a series of pamphlets providing practical and useful sources of classroom techniques for social studies teachers, the concern of this issue is how to engage children in the study of political participation, attending to varied dimensions of political actions and approaches to analysis. The first of two sections discusses political participation in terms of citizen actions and informs the teacher of social organization and membership theory. The second section contains suggestions for study describing a variety of approaches which teachers can adapt or extend according to their instructional setting with upper-elementary or middle school students. The activities, for each of which a statement of purpose and an outline of activities is given, include the following: Initiating a dialogue on dilemmas of participation; Developing a comparative study; Observing participation in public meetings; Developing a political participation index; Developing a measure of political trust; and Developing a belief in influence scale. A two-part bibliography is first concerned with literature that focuses on political participation, discussions of democratic theory, and descriptive studies of participation, and secondly identifies curriculum projects, games, and miscellaneous agencies, publishers, and materials useful in planning further experiences. A related document is ED 083 057. (KSM)

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No. 27

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John Cherryholmes
Bell Elementary School
Michigan Public Schools

H. Michael Hartoonian
Social Studies Specialist
Wisconsin Department of Public Instruction

How To Study Political Participation

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Thomas S. Popkewitz*
University of Wisconsin
Madison

In recent years, there have been many proposals concerning citizen participation in the mass institutions of American life. Projects to ameliorate the condition of poverty, for example, call for direct involvement of the poor in policy making. Industry is experimenting with small production groups to replace the stultifying demands of assembly lines. School reformers propose reorganizations for making professional bureaucracies accountable and students responsible in determining patterns of school life. Yet in spite of these good intentions, a prevalent attitude remains one of apathy, indifference, and uneasiness. The elite-expert character of a modern industrial society has excluded many from responsibility, initiative, and decisions in determining the conditions of their personal and community lives.

This pamphlet is concerned with how teachers can engage children in the study of political participation. In developing these approaches, the curriculum activities modify traditional inquiry in at least two ways. First, political science is viewed as a *craft* in which the fashioning of the study is produced through the interplay each researcher creates with the individuals and events he observes. Our concern in this pamphlet, then, is to consider how students can actually direct the questions of study to people and events. Specific acts of inquiry, such as analyzing tables or discussing stories in textbooks—no matter how provocative or realistic they may be—provide insufficient conditions for inquiry. An important task of instruction is to confront students with a variety of individuals, events, and political questions. It is from encounters with people that students can come to understand the spirit, mystery, and adventure of the intellectual activity of study.

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Furthermore, there are many "lenses" by which students can focus upon human actions. Students can understand political behavior, for example, through constructing different measures of political participation. Or, they can practice using conflicting frameworks for thinking and studying about power. The series of experiences in this pamphlet gives attention to different dimensions of political actions and approaches to analysis. It is important that students learn how to work with a variety of "lenses." Each way of looking at the social world brings greater understanding of the whole, its sub-parts, and the limitations of our craftsmanship.

I. Political Participation: Citizen Actions

Political participation can be thought of as individuals' actions to maintain or alter the existing policies of governmental and non-governmental political organizations.* Political actions can be distinguished as (1) forms of citizen involvement to influence government and (2) the acts of officials or leaders who are actual political participants. Here, we will focus on participation as influence, rather than as it relates to the exercise of power.

Citizen participation has at least two important dimensions in a democratic political system. One is the security, services, and material support that individuals receive from public involvement. People want satisfaction from the "outputs" of the system. A second dimension focuses upon the process of governing. Democracy should enable individuals to participate in public affairs meaningful to themselves and

* Non-governmental organizations, such as U.S. Steel or the United Mine Workers, have been recognized by presidents, political scientists, and public interest groups as making political decisions. The choices they make do influence the lives of all members of society and hence should be considered worthy of consideration. In addition, patterns of interactions in children's lives have political content which can be analyzed from the "lenses" of political science.

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their immediate community. "Man's dignity and indeed his growth and development as a functioning and responsive individual in a free society is dependent upon an opportunity to participate actively in decisions that significantly affect him" (Bachrach, 1967, p. 98). Individual development and public responsibility are thought to foster individual self-worth and dignity.

Political scientists typically focus on two aspects of citizen participation to describe the operation of a political system. Research is concerned with the social setting in which political actions occur. The role of interest groups, for example, might be explored. In addition, political scientists look at the specific actions of individuals within a community, such as signing a petition or contacting a local official. Both types of political research are important to interpreting the character of participation that prevails in a community.

Differences in formal participation among communities provide a way of describing political systems (Agger *et al.*, 1963). Some community structures encourage mass involvement while others discourage and actually restrict participation. New York City, for example, during the early 1950's adopted a plurality form of elections to replace proportional representation. Its purpose was to eliminate an alderman who belonged to the Communist Party. Variations in procedures, beliefs, and hierarchies tend to influence how communities engage in decision-making.

Studies of who rules are often concerned with individual involvement in groups. Political scientists believe that non-political organizations provide ways for individuals to exert political influence. Unions, chambers of commerce, civic and ethnic groups may give individuals access to power. The larger and structured sets of political resources provided by groups enable individuals to present needs and demands before government. As a medium to influence policy, many believe that interest groups serve a vital function in the operation of American politics.

The function of involvement in organizations can be viewed from a different perspective than the allocating of goods and services. Group participation is related to the development of a citizen's sense of political competence. Individuals who participate in one organization are more likely to take part in decisions of other organizations as well. This pattern of behavior carries over into politics. *Involvement and understanding of the social structures of primary institutions (e.g. schools, family) contribute to the conception of citizenship an individual develops.* It is easier for a person who engages in social and community activities to enter politics than one who shuns participation. Individuals are more likely to participate in politics if they feel confident in dealing with everyday problems and challenges.

The psychological functions of organizational membership direct us to consider another type of data important to understanding political participation. Studies of participation focus on the specific actions individuals take and their dispositions towards political contexts. In addition to inquiries about group involvement, people are typically asked whether they have taken an active part in influencing local government decisions, what they believe are their political obligations, or how they feel toward government officials. Belief in an active citizen role and in one's ability to influence govern-

ment decisions is somehow related to how a person actually acts in the political arena.

A feeling of political competence may also affect the political system. If government officials believe that citizens will participate and have the requisite skills to do so, then they most likely will consider this in their own actions. The history of governmental administrative agencies and their responses to the groups they are to control illustrates, in part, this phenomenon (Edelman, 1964, 1971).

The figure on page 3 illustrates a hierarchical ranking of political behavior. The activities are cumulative; those who engage in the activities at the top are also very likely to vote or initiate political discussions. Gladiators are those individuals who actually make political decisions. Spectators, in contrast, merely transmit messages of advice and encouragement.

The hierarchy enables us to focus on certain factors related to participation. Only 1% of the American adult population engages in the top two or three behaviors while from 40-70% perceive political messages and vote in any given election. This poses a dilemma for a democracy, as it would seem that the generally accepted notion of participation limits involvement to a select few in our society.

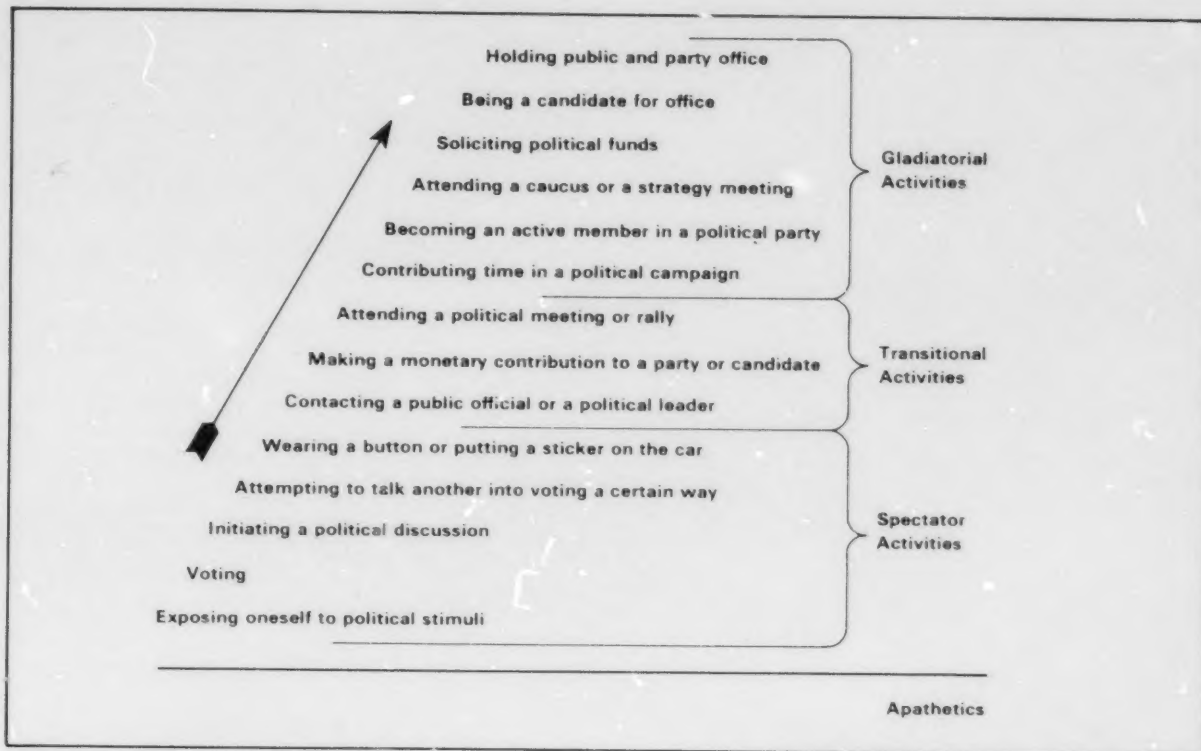
In defining the most common political activities in this country, the hierarchy omits certain forms of legitimate citizen expression. Political demonstrations, for example, are excluded because they are attended only by certain members of society and regarded by others as undignified. Study of atypical or non-popular types of involvement should not be ignored in democratic theory or school instruction. They often represent creative and imaginative searches to alleviate repressive or intolerable situations in the status quo. (An example is the sit-ins during the 1950's.)

To make further distinctions in defining the actions of participation, attention must be given to the expressive or instrumental nature of action (Milbrath, 1965). Expressive acts are symbol manipulations that provide satisfaction to the individual without necessarily affecting policy. Taking part in a demonstration, shouting a protest, engaging in political arguments, or pledging allegiance often are symbolic. An instrumental act is one that is directed toward manipulation and change. Campaigning, collecting information, or volunteering for a job fall into this category. The nature of these acts differs in situational contexts. In one case a demonstration may be expressive and in a different setting it may be instrumental in achieving its goal. For example, a peace demonstration may be expressive (it makes one feel good) but it also may be instrumental in changing the mind of the President.

It is regrettable that the greatest amount of political research has been restricted to the expressive act of voting, which is a ritual act. Elections provide a symbolic form that enables people to enjoy a sense of involvement and a chance to express discontent and enthusiasm. People feel that in the act of voting, they have control over officials and policies and that they have final responsibility for good and bad government (Edelman, 1964, Milbrath, 1965). Studies of who governs, though, do not consider voting as evidence of citizen participation.

Participation in elections is a ritual act. Only a minor

Hierarchy of Political Involvement*



* Milbrath, 1965, p. 18. Used with permission.

degree do elections involve policy formulations. By the time of elections, voters have had alternatives narrowed, and the chance that their votes have great significance is negligible. Issues generally do not play an important role in voting. In addition, studies of administrative and legislative behavior reveal that neither depends upon election outcomes. Voting, however, does draw attention to common social ties and to the importance of accepting public policy. As a ceremony, it provides symbolic cues that allow the policy to survive and to retain the support of the masses (Edelman, 1964).

The engagement in political study, then, has both normative and descriptive purposes. Inquiry can be concerned with explaining how the political process is working. Much of the research in interest groups, voting, and styles of political actions is concerned with understanding how in fact political decisions are made and implemented. Some researchers also make value-judgments about what is found to exist. Finding mass apathy, a need for expert decisions, or inequality, these researchers propose to alter societal structures and provide individuals with greater public responsibility. Children should have opportunities to engage in both types of political inquiry.

II. Suggestions for Study

The following activities provide a variety of approaches for students to give systematic and realistic attention to problems of participation. The sources of evidence are gathered

from confronting people and events in their community. Sources may be an editorial in a local newspaper, observations of decisions made in schools, or responses to interviews. Data are created by children as they direct questions to occurrences in their daily lives. In collecting the data, students should play with the evidence and work it into some coherent form. Therefore, films, textbooks, and other materials are not generally considered. Some of these materials, though, are identified in the bibliography.

Each series of experiences provides a framework from which teachers can adapt or extend according to their instructional setting. Many of these activities have been field-tested with students in upper-elementary and middle schools, but could also be used with older students. Others, though not specifically tested, provide the possibility for intellectually exciting adventures for students in a wide variety of grades. In the last analysis, it will be a teacher's imagination and sensitivity to instructional situations that will determine the appropriateness of these encounters.

A. Initiating a Dialogue on Dilemmas of Participation (approximately one week)

Purpose: To initiate a dialogue on dilemmas of political participation. It is hoped that as students become acquainted with problems of political participation they will raise questions that can be answered, to some extent, by the activities that follow in this pamphlet.

Outline of Activity: The Public Issues Series booklet, (Columbus, OH: Xerox) *Social Action: Dilemmas and Strategies*, deals with various strategies and value conflicts in public policy-making. In addition to considering suggestions for study found in the booklet itself, students could focus on the various forms of participation described in these stories. Distinctions, for example, could be made between the nature of involvement in petitioning to save a forest and boycotts to desegregate lunch counters. Ways in which a community might limit participation could also be explored. The use of sanctions in the sit-ins or in schools, and the organization of a Board of Supervisors meeting described in the Public Issues Series booklet, *School Action: Dilemmas and Strategies*, tended to restrict involvement in community matters.

The Johns Hopkins simulation game, *Game of Democracy* (Washington, D.C.: National 4-H Club Foundation), may be useful for engaging in a discussion of the role of participant and the demands and expectations it posits for individuals. In addition, there is a variety of stories to be found in textbooks that emphasizes citizen participation as a value of democracy. Some of these concern the New England town meetings, the Greek Assembly, and the events preceding and following the American Revolution.

In discussion of a variety of materials, teachers may ask children to consider

How do people try to influence governments?

Why are these activities considered important to a democratic political system? To individuals?

B. Developing a Comparative Study (approximately two weeks)

Purpose: To develop a comparative study of community participation through the examination of newspapers. Events reported in newspapers enable political scientists to judge whether people feel that they can actually influence government and whether a community accepts a norm of citizen participation.

Outline of Activities: Children can examine and compare newspapers to identify evidence of participation and factors that may influence differences in political involvement. Some of the questions that may guide their inquiry are:

What types of participation exist in our community?

How does our community compare with others?

How can the differences and similarities be described?

Some of the events that provide evidence of community participation are special elections such as voting on a bond issue, quasi-elections such as voting for a hospital trustee, reports on non-governmental meetings, and public meetings of governmental agencies. *What is found in examining newspapers and why it should be considered as evidence of participation should be discussed.*

Evidence of local participation in different communities can be compared through the study of local newspapers from other communities (often these can be borrowed from local libraries). The types of participation can be identified and tentative statements proposed. The frequency of political participation can be compared with the presence of

community issues. For example, editorials about building a new community center could be studied, and it may be found that in communities with a high degree of conflict there may also be greater participation. Thus, evidence of people's feeling toward government could be explored.

C. Observing Participation In Public Meetings (approximately two weeks)

Purpose: To understand how organizations may limit or encourage citizen participation in public meetings.

Outline of Activities: Children should identify various agencies, organizations, and associations such as city councils, school boards, and service clubs that exist in their community. Newspaper articles and telephone books are convenient data sources for classroom use. Children could also ask parents, teachers, and other children about clubs, groups, or organizations in their community. A list of these community organizations could then be developed.

Some of the questions that can guide study of community organizations are:

What services do these organizations provide to our community and to individuals?

Does participation vary among organizations? Which have the greatest/least member involvement?

A variety of organizations could be chosen for study. Arrangements could be made to speak to members of a given group. Questions could be asked about the function and services of the group, the types of people who belong, the number of members, the formal organization, and purposes of general membership meetings.

Students should attend a meeting of the group they are studying.

Questions that may guide their observations are:

(a) What decisions are made by the group?

(b) Does the group seem to encourage "citizen participation"?

Meeting agendas and proceedings could clarify actual functions of a group. Decisions could be classified as social, political, economic, and administrative. Purpose of the group meetings then could be compared to the public statements made in the earlier interviews. Procedures of a meeting could be identified to discuss whether they limit or encourage direct participation. (A rural Board of Education decision to hold meetings away from tribal lands may effectively reduce Native American involvement. Or, a use of parliamentary procedures may prevent people unfamiliar with its rules from speaking.)

Students in class may want to compare their findings. Some of the questions that might guide reflection are:

(a) Which organizations seemed to have the greatest participation? What types of decisions were made?

(b) How can organizations restrict or encourage participation?

(c) In what ways can organizations alter their procedures to encourage "citizen" participation?

D. Developing a Political Participation Index (approximately two weeks)

Purpose: To compare differences in political actions among groups. Political scientists often ask people about their actions that influence government decisions. From these responses, an index can be constructed that points out differences among various groups. The index scores that students develop in this activity can be compared to data collected in the following activities, such as feeling of political competence, trust in government, and organizational affiliation. In this manner, students can describe relationships among various dimensions of political and social behavior.

Outline of Activities: There is a variety of situations students can focus on in the study of individual participation. Pupils could talk to other students about school, peer groups, clubs, family, or lunchrooms. Community organizations, associations, or unions could be given attention as well. Each of the above has political ramifications, serving as bases for comparison.

Letters-to-the-editor, editorials, and news reports often reflect approaches to altering government decisions. Citizens' Action Meeting and Representative Democracy (in *Game of Democracy*) could be played by students to understand modes of political influence.

Students may construct interviews which ask members of specific groups or a community how they would attempt to influence decision-making in their particular sphere. A method for comparing participation among groups can be developed from the responses to the questions below.

My name is _____. My class is doing a survey about student participation. * I will be speaking to many students in your school and other schools. I would like to ask you a few questions.

- A. Do you often discuss school issues with
 1. Friends?
 2. Class officers?
 3. School officials?
- B. Have you ever attended a meeting (church, school board, union, etc.) in which school policy was discussed?
- C. Have you ever taken an active part regarding school issues, such as writing a letter or presenting a petition?

Role playing the interview sessions may be helpful in preparation. Class discussion could focus on types of information sought through the interview. Also, sex, age, level of education, and occupation (of parents in school studies) could be added to the interview schedule. These data can be compared to the participation answers. (For example, do people with more education tend to participate to a greater extent?) Developing a Participation Index entails

Step 1—Find percentage in each group that responded positively to each question. If 10 of 40 middle school students did discuss school issues, the percentage is 25%.

* These questions could be modified for other groups. For example, in studying community participation, question A could read, "do you often discuss community issues with _____?"

Step 2—The group with the highest positive response for each question should be given one point. The second highest score for a question should be given two points, and so on. A chart similar to this may be useful for recording scoring.

	Group	Percentage of Group Answering "Yes"	Points
QUESTION A1	(1) High School (Grade 9)	60	1
	(2) Middle School (Grade 7)	25	3
	(3) Elementary (Grade 5)	40	2
QUESTION A2			

Step 3—Find total points for each group and divide by number of questions. The average score provides a Political Participation Index.

	A1	A2	A3	B	C	Sum	Index or Average
GROUPS							
1	1	1	2	1	1	6	1.2
2	3	2	1	2	3	11	2.2
3	2	3	3	3	2	13	2.6

Differences among the various groups could be discussed. What types of participation were reported most? Where might one expect the greatest participation? Where did it actually occur? Attention could be given to school encouragement of greater participation.

E. Developing a Measure of Political Trust (approximately one-two weeks)

Purpose: To identify feelings of trust, cynicism, and distance towards government. *Cynicism* usually refers to an active rejection of politics. Cynical individuals are suspicious, distrustful, and hostile toward government officials and are less likely to participate. A person who is *distant* is also less likely to be involved in politics, but he generally has little knowledge of government and how it affects his life.

Outline of Activities: There are some simulation games which are constructed to enable individuals to understand certain societal groups' difficulties in influencing community decisions. One such game, *Ghetto*, brings students to grips—to some extent—with a feeling of despair. Newspapers also can be examined for evidence of trust or cynicism.

A measure of political trust, cynicism, or distance of school or community groups can be developed from the following questions.

If you were concerned about your school and contacted the appropriate official (such as the principal) how do you think he would react?

- (a) He would try to understand my problem and do what he could about it.

- (b) He would listen to me but would try to avoid doing anything—would try to pass the buck.
- (c) He would ignore me or would dismiss me as soon as he could.
- (d) I do not know how he would react.

Political scientists generally classify responses to these questions as:

- a. *Politically trusting* when they choose "a" as their answer.
- b. *Politically cynical* when they choose "b" or "c."
- c. *Politically distant* when they say "do not know."

In constructing a statement about trust, students could explore the possible influence each "feeling" may have on the operation of the group and the individual's relationship to its activity. In addition, these attitudes can be compared to other forms of evidence. Do people who are trusting also score higher on the participation index? A chart could be constructed to summarize these comparisons.

		Trust*	Cynicism	Distant
POLITICAL	3-5 points	60%*	30%	10%
PARTICIPATION	1-2 points	45%	30%	25%
SCORES	0 points	15%	45%	40%

*It would read: 60% of those who are trusting answered that they participate in school (community) affairs in at least three different ways.

F. Developing a Belief in Influence Scale (approximately one-two weeks)

Purpose: To develop a scale with focuses upon individual's belief in the ability to influence government decisions. How a person will act as a citizen is influenced by how much he believes he has the ability to alter government actions. A belief in competence is thought a significant aspect of the role of a citizen in a democracy.

Outline of Activities: Students can seek to identify formal policy makers in schools. Documents a principal may have or discussion with administrators, teachers, and parents can be used to construct an organizational chart that describes formal patterns and hierarchies in a school. Two general questions that can guide class discussion are:

- (1) Who has formal responsibilities for matters of school policy?
- (2) Do students feel they can influence these policies?

A "Belief in Influence Scale" can be constructed to study whether children believe that they can sway decisions of school officials. The scale can be developed from student responses to these interview questions:

- a. In thinking about your school, how well do you think you understand how it works?
- b. Suppose a rule or procedure was being considered that you thought very unjust or harmful. What do you think you could do?
- c. If such a case did arise, how likely is it that you would actually do something about it? Would you verbalize your feelings or write a letter or petition?

- d. If you made an effort to change this regulation, how likely is it that you would succeed?
- e. Have you ever done anything to try to influence a school regulation?

The responses to these questions can be interpreted in the following manner:

Step 1—Each positive answer should receive one point. Zero points are given for a negative response.

Step 2—A total score for each person should be obtained. Scores will range from five (all positive) to zero (all negative).

Step 3—Three categories can be used to classify scores:

- 1. *High belief* in Influence is indicated by scores of 4 or 5 points.
- 2. *Medium belief* in Influence is indicated by scores of 2 or 3 points.
- 3. *Low belief* in Influence is indicated by scores of zero to one.

Step 4—Find percentage of individuals who had high, medium, and low belief scores. For example, 9 of 15 people with a High Belief score would be 60%. A chart could be constructed to summarize the data.

Statements about the findings should be made. Are there differences in Belief in Influence among grade levels? The findings of the study could be compared with previous data. Generalizations about Belief in Influence, actual participation, and trust could be constructed.

The activities in this section were concerned with guiding children toward thinking and studying about political participation. Children should have opportunities to confront events and people in their lives and community. It is in learning what is acceptable data, how to interpret the data, and the limitations of these encounters that children can become, to some extent, responsible for their own ideas.

BIBLIOGRAPHY

The first part of this bibliography is concerned with literature in political science that focuses upon political participation. Discussions of democratic theory and descriptive studies of participation are included. The second part identifies curriculum projects that may be useful in planning further experiences for children.

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Curriculum Projects

1. *American Political Behavior*—course (APB). High School Curriculum Center in Government, Indiana University. One-year course. Ginn and Company, 191 Spring St., Lexington, Mass. 02173.
2. *Comparative Political Systems*. Holt Social Studies Curriculum, Carnegie Social Studies Curriculum Development Center, Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. Grade 9 (above average).
3. *Harvard Social Studies Project* (Public Issues Series). Publisher: American Education Publications, 1250 Fairwood Avenue, Columbus, Ohio 43216.
4. *Schwartz Citizenship Project*. Graduate School of Education, University of Chicago, 5835 Kimbark, Chicago, Illinois 60637.
5. *The Intergroup Relations Curriculum: A Program for Elementary School Education*. Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02155.
Vol. II of *The Intergroup Relations Curriculum* contains teaching strategies, 20 learning activities, two instructional units and bibliographies, \$5. Photographic collection, 20 photos of people in urban settings, \$25.
6. *High School Social Studies Programs*. Tufts University, Lincoln Filene Center for Citizenship and Public Affairs. Ten programs for secondary social studies classrooms dealing with such areas as *Politics and Policy Making*, *Minorities in Contemporary American Society*, *The Law and Citizenship*.

SELECTED GAMES

- Campaign* . . . *An Election Simulation*. If you are looking for ways and means to make "political socialization" come alive, then *Campaign* is for you. Begins with the district convention and moves through 8 simulated weeks of campaigning. 23-40 participants. Grades 8-12 and adult. (Instructional Simulations Inc., 2147 University Ave., St. Paul, MN 55114. Cost, \$125.00.)
- Election—"The Game for President"*. Purpose is to better inform players and participants in the fundamentals of government service, the elective system, and the mechanics of the election of the President and the Vice-President of the U.S. 4 players or group/class. Playing time—30 to 60 minutes. Grades K-12 and adult. (Educational Games Company, Box 363, Peekskill, NY 10566. Cost, \$5.95, game; \$2.00, teacher's guide.)
- Ghetto*. Provides a serious experience, and attempts to give players a taste of the frustrations and deprivations that afflict the poor. 7-10 players. Upper Elementary, Junior High, Senior High, Adults. Playing time—2-4 hours. (Western Publishing Company, 850 Third Ave., New York, NY 10022. Cost, \$24.00.)
- Inflation*. Representing five major groups in the U.S., students attempt to influence the Federal Government to gain economic advantages as the Government works to control inflation. Each of 7 phases takes about one class period. Senior High and Junior College. (Paul S. Amidon Assoc. Inc., 5408 Chicago Ave., Minneapolis, MN 55417. Cost, \$20.00.)
- National Priorities*. Dramatizes the diversification of public opinion on important topics of national interest. Students attempt to arrive at a consensus of opinion through negotiation. Approximately 1-2 periods. Grades 7-12. (Edu-Game, P.O. Box 1144, Sun Valley, CA 91352. Cost, \$1.50.)
- The Propaganda Game*. Students learn the fascinating techniques used by professionals to influence public opinion by learning to recognize "bandwagon" appeals, faulty analogy, out-of-context quotes, rationalization, technical jargon, emotional appeals, and many more. 2-4 players. (Wff N' Proof, 1111 Maple Ave., Turtle Creek, PA 15145. Cost, \$6.00.)

MISCELLANEOUS LIST OF AGENCIES, PUBLISHERS, AND MATERIALS

1. AFL-CIO Committee on Political Education (COPE), 815 Sixteenth Street, N.W., Washington, D.C. 20006.
2. American Civil Liberties Union, 156 Fifth Avenue, New York, New York 10010. Publication, *Civil Liberties*, included with membership, \$5.00, \$10.00, etc. *Civil Liberties* only, \$1.00.
3. *American Political Science Review*, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.
4. *The Annals of the American Academy of Political and Social Sciences*, 3937 Chestnut Street, Philadelphia, Pennsylvania 19104. \$12.00 per year, paperbound; \$16.00 clothbound.
5. B'nai B'rith, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.
6. Changing Times Education Service, *Politics '72*. A two-part program—Part I—Nominating the Candidates: "Hat in the Ring," The Political Nominating Game, 30 copies of case studies and readings book, 30 copies of political party facts booklet, plus other single item charts, etc. Part II—Electing a President: 30 copies of case studies and readings book, 30 copies of pamphlet on election facts; simulation "Campaign '72"; recording, wall chart, and other single items. Available from Changing Times Education Service, Department SLM, Editors Park, Maryland 20782, \$95 for both, \$55 for Part I or Part II.

- 7 Common Cause, 2100 M Street, N.W., Washington, D.C. 20037. Ask for information sheets on "How Delegates to the National Nominating Conventions Are Selected in Wisconsin."
- 8 Congressional Quarterly Service, 1735 K Street, N.W., Washington, D.C. 20006. *Election Background Paperbacks: Elections '72*, \$3.00 each, *Candidates '72*, \$3.00 each, *Dollar Politics*, \$4.00 each, *Politics in America*, \$4.00 each, *Nixon: The First Year*, \$4.00 each, *Nixon: The Second Year*, \$4.00 each, *Nixon: The Third Year*, \$4.00 each.
- 9 Future Teachers of America, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. The high school organization, affiliated with NEA, devoted its September 1971 issue of "Blueprints for Action" to organizing a non-partisan voter registration drive, either in school or elsewhere. The blueprint tells how to handle the research, campaign and publicity activities that must precede actual implementation of registration drives. Contact: Don Briggs, Assistant Director, no charge.
- 10 Iowa Center for Education in Politics, The University of Iowa, Iowa City, Iowa 52240. Available free on request is a list of black and white and color films that the center rents to school districts and other interested parties. Ranging in price from \$4.10 to \$15.70, the films cover all aspects of voter education. Contact: George B. Mather, Director.
- 11 *Keeping Up*, newsletter of the Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), 855 Broadway, Boulder, Colorado 80302.
- 12 League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036.
- 13 *Materials for Civics, Government and Problems of Democracy: Political Science in the New Social Studies*, Mary Jane Turner, 42 curriculum projects are reviewed in this book. Order from: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302.
- 14 NBC News *Teleguide for Junior/Senior High Teachers*—prepared in cooperation with the editors of *Scholastic Teacher*, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036.
- 15 School Programs, Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003. Specific concerns may be requested on a limited basis.
- 16 *Social Education*, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Journal (8 issues) with NCSS membership \$15.00 per year, journal only \$12.00 per year, student membership (includes journal) \$5.00 per year.
- 17 Student National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. The student teacher arm of NEA has developed a 32-page handbook, "We Are America's New Constituents," which provides school officials and others with a model for conducting a voter registration drive, \$1.75. Also available a "Make Your Vote Count" flyer for young voters (30 for \$1.50) and mimeographed sheets on press and public relations aspects of voter registration drives. Contact: Gail Gonzales.
- 18 *The Student Vote*, 43 Ivy Street, S.E., Washington, D.C. 20003 (Organizing Voter Registration from the Campus).
- 19 Article, "Vote Baby Vote," *Nation's Schools*, February, 1972. Relates to the status of citizenship education in our nation's schools and suggests ways to give it a boost.
- 20 Youth Citizenship Fund, 2317 M Street, N.W., Washington, D.C. 20037. The fund, financed primarily by ten major foundations, has published "The Young Voter's Guide to Voting Rights and Residency," which deals with three areas of state laws especially pertinent to young voters: establishment of a residence for the purpose of registration and voting, absentee registration, and absentee voting, \$1.00. Also available from YCF are black and white posters (100 for \$15.00)—Register Your Discontent, Use Your Black Power, Pollution, Children Should Be Seen Not Heard, Use Your Brown Power, How To Be Seen Not Heard—as well as the bathroom sticker, "If this were a voting booth, would you know what to do?" Contact: Leslie Smith, Associate Director.

Price 50 cents per copy. Discounts: 2-9 copies, 10%, 10 or more copies, 20%.

NOTE: This *How To Do It* notebook series, designed for a loose-leaf binder, provides a practical and useful source of classroom techniques for social studies teachers. Elementary and secondary teachers alike will find these pamphlets helpful. The titles now available in this series are: *How To Use a Motion Picture*, *How To Use a Textbook*, *How To Use Local History*, *How To Use a Bulletin Board*, *How To Use Daily Newspapers*, *How To Use Group Discussion*, *How To Use Recordings*, *How To Use Oral Reports*, *How To Locate Useful Government Publications*, *How To Conduct a Field Trip*, *How To Utilize Community Resources*, *How To Handle Controversial Issues*, *How To Introduce Maps and Globes*, *How To Use Multiple Books*, *How To Plan for Student Teaching*, *How To Study a Class*, *How To Use Sociodrama*, *How To Work with the Academically Talented in the Social Studies*, *How To Develop Time and Chronological Concepts*, *How To Teach Library Research Skills in Secondary School Social Studies*, *How To Ask Questions*, *How To Use Folk Songs*, *How To Use Simulations*, and *How To Study Political Participation*.